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ABSTRACT

Intended for disabled women, this booklet accompanies the film "The Dream's Not Enough: Portraits of Successful Women with Disabilities." The film depicts some of the careers and satisfying lifestyles achieved by women with disabilities. The booklet includes details about the range of services and information available to help the handicapped woman decide on a rewarding career and get the needed education to pursue it. Topics covered in the guide are the following: (1) a detailed look at the lives of the women featured in the film, describing the barriers they faced and how they overcame them; (2) how to select a satisfying career; (3) traditional and nontraditional careers and reasons for selecting nontraditional careers; (4) lists of groups that offer career planning resources, with an outline of their services and information; and (5) a list of books and booklets containing information on working in nontraditional fields. A user form for evaluating the film completes the guide. (KC)

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ED215177

RESOURCE GUIDE FOR *The Dream's Not Enough: Portraits of Successful Women with Disabilities*

Information Sources for Disabled Women
Interested in Nontraditional Professional Careers

Institute for Information Studies
Falls Church, Virginia

Women's Educational Equity Act Program
U.S. Education Department

Terrel Bell, Secretary

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Introduction

This booklet is written for use with the film, *The Dream's Not Enough: Portraits of Successful Women with Disabilities.* The film depicts some of the careers and satisfying lifestyles achieved by women with disabilities. Here you will find details about the range of services and information available to help you decide on a rewarding career and get the needed education to pursue it. In the next few pages we will:

- Tell you more about the lives of the women featured in the film including the barriers they faced and how they overcame them
- Discuss how to select a satisfying career
- Describe traditional and nontraditional careers and why you may want to consider the latter
- List groups which offer career planning resources, and outline their services and information
- List books and booklets which will aid you in learning what it's like to work in a nontraditional field.

I. "Snapshots" of Successful Disabled Women

The women you saw in the film have had many of the same difficulties you have in thinking about and getting ready to pursue careers. Some have held several different types of jobs during their careers. Some had periods of being angry, frustrated, and unsure of themselves, but they were all determined to survive and succeed. They also received encouragement and practical help from their families, friends, and other workers.

Kathy Korn, who was featured in the film, is a computer programmer for the Southern California Edison power company. Although she had not planned to become a programmer, a friend urged her to enroll in computer school. At the time the film was made, *Ms. Korn,* a married career woman who is blind, was on a six-month leave from her job to prepare to adopt a child. The film showed two resources which help *Ms. Korn* succeed personally and professionally. They are: a guide dog and an Optacon which allows her to read the computer screen. It does so by electronically converting numbers or letters to pulses she can feel on her fingertip.

Christine Loya Hicks, a Chicana who grew up in East Los Angeles, is now the President of Studio City Travel, a travel agency which grosses over four million dollars a year. When she graduated from high school, *Ms. Hicks* became the first woman to sell cars in the Los Angeles area. She dreamed of being a news reporter traveling the globe for stories. That dream ended when she got polio and was told she would be in an iron lung indefinitely. Within a year she was out of the iron lung. However, she was then told she would never walk, but would have to use a wheelchair. Despite these difficulties she married and had two daughters. After divorcing her husband she got a low-paying job, but was fired because she couldn't move quickly enough.

At that point she decided to try starting her own business—a travel agency. In 1966 she applied for and got an economic opportunity loan (a very important resource) for $15,000 to open Studio City Travel. She struggled alone for years handling both the office and selling aspects of her business. Now, she has succeeded so well that she has opened a second office, installed computers to help her run the company, and has secured many clients from major corporations. Her business success and her lightweight, plastic, long-leg braces make it possible for her to fulfill a lifelong dream of being able to travel freely herself. *Ms. Hicks'* secret for success is her ability to step out of herself and leave her troubles behind her.

Jackie Coker, who is deaf and blind, has succeeded in reaching a high post in state government: Statewide Consultant for Deaf-blind Services for the California Department of Rehabilitation. She began to think about a career helping other disabled people when a supervisor of field workers (home teachers) suggested she get a college degree and enter this field. As a student at the University of the Pacific in Stockton, California, *Ms. Coker's* ambition was supported by her rehabilitation and college counselors. Her

rehab counselors provided her with such aids as a marked ruler, Braille writer, and Braille slide rule. They also helped pay for her interpreter/guide/reader. In addition *Ms. Coker* received financial aid from the Helen Keller Scholarship Fund of the American Foundation for the Blind. A local Business Girls' Association also helped her financially. *Ms. Coker* did not receive any vocational testing or guidance nor did any role models help her survey the full range of job options which might have been open to her.

Ms. Coker believes that if you want to enter a nontraditional field you should be realistic and decide whether you can actually do the work involved. She says, "It is not enough merely to know what is required; (you) should be able to *do* it. For example a wheelchair (user) should not consider becoming a counselor-teacher (for blind or deaf-blind persons) for this involves a good deal of traveling and entering people's homes." However, you might consider being a rehabilitation counselor which requires less travel. An advantage of entering the rehabilitation field, *Ms. Coker* feels, is its lack of sex bias.

Geri Jewell, a single, twenty-four year old woman who has cerebral palsy and a hearing impairment, has worked as a professional comic for three years. The film shows part of her highly successful act. Before turning "pro," *Ms. Jewell* earned a bachelor's degree in theatre arts despite many disagreements with her state rehabilitation agency. The agency did not want to fund college studies in a field they felt offered slim prospects for paying jobs. Despite these obstacles, *Ms. Jewell* is finding success in her chosen career. She appears in such Los Angeles nightclubs as the Comedy Store and the Comedy and Magic Club. Her first big break was an appearance on the *Facts of Life* TV show, in an episode entitled "Cousin Geri." The show was well-received and, as a result, *Ms. Jewell* has been signed for a recurring role in the popular situation comedy series.

Pat Hadley is an orthopedically impaired Assistant Professor in the Department of Counselor Education, at California State University in Los Angeles. She appears in the committee meeting sequence in the film. *Ms. Hadley* was inspired to enter her field by one of her rehabilitation counselors. Her ambitions were supported by her counselor, university faculty, and by her parents' "absolute faith" in her. Financially, she was supported by a stipend from her university for her master's degree studies, and by Social Security Survivors' benefits and Veteran's benefits. Not until recently did *Ms. Hadley* receive any vocational testing and guidance to help in selecting a career. She only received these services when she went to a consulting firm three years ago to help her work on a career change. *Ms. Hadley* feels her success has resulted, in part, from relating to others as an equal. She is assertive with others rather than being passive or aggressive. She also models herself on successful men as well as women. Finally, she relates to others first as a *woman* with a disability, not as a disabled person.

Marcia Gayle, who narrates the film and moderated the high school panel discussion, is a public relations specialist at a comprehensive rehabilitation center in Inglewood, California. A single parent of a teenaged daughter, *Ms. Gayle* uses a wheelchair since she had polio. Her parents, especially her mother, strongly urged *Ms. Gayle* to choose a career and become self-

reliant. As the oldest of nine children, she felt she should be an example to her younger brothers and sisters.

Ms. Gayle was not given any real career counseling. In fact, she feels that her teachers and counselors held very limited views of the abilities of disabled women. She had wanted to be a classroom teacher and had taken education classes to enter this field. However, her professors did not encourage her to student teach. They said teachers in wheelchairs would not be hired. After earning her B.A. in English, *Ms. Gayle* taught classes in a business college. She has also hosted radio and TV talk shows, and served as a community relations director.

Public relations work was a logical field for *Ms. Gayle* to enter because she needed to support herself and her daughter, and she likes working with people. However, she would ultimately like to work in radio and television broadcasting, and has taken courses to prepare herself.

Ms. Gayle feels that disabled women have a harder time finding jobs than disabled men do. She says disabled veterans, for example, are found in many more careers than disabled women are. Being disabled has affected many parts of *Ms. Gayle's* life. She grew up on a farm in New York and would have remained in a rural setting if she hadn't gotten polio. However, she has developed a professional career and moved to Los Angeles (where the climate suits disabled people) because of her disability. Her words to other young disabled women are, "Have confidence! Don't let people discourage you. You can do whatever you want to do!"

Re'Gena Bell is an actress who uses a wheelchair as a result of a near-fatal shooting which left her partially paralyzed. Before this tragedy, *Ms. Bell* had appeared in two movies, *McQ* and *Cinderella Liberty*, as well as in numerous plays on the West Coast and in New York (off Broadway). After being severely wounded, *Ms. Bell* felt that not only her acting career, but all her hopes, plans, and dreams had been destroyed. But eventually, with support from her family and friends, she decided that her disability wasn't a good enough excuse to limit herself. Her state rehabilitation agency helped her to re-enter college. She also joined a group called "P.A.T.H." (Performing Arts Theatre for the Handicapped). This group helps disabled actors and actresses to refine their skills in settings which recreate motion picture and TV studio environments. Since becoming disabled *Ms. Bell* has starred in a local theatre production of a one-character play about an eighty-year old woman. She played the role in her wheelchair. *Ms. Bell* advises young disabled women who are interested in becoming actresses to gain "as much knowledge and training as possible . . . to acquire absolute confidence . . . and secure a place in the industry."

Marcella Meyer is the Executive Director of the Greater Los Angeles Council on Deafness, Inc. (GLAD). She started GLAD's service component in 1974 (the organization itself existed before *Ms. Meyer* came on board), and since has gone on to her current leadership role.

Before assuming her present job, which involves complex administrative and management duties, *Ms. Meyer* was an active volunteer. She also worked in clerical, tutoring, manufacturing, and interpreting jobs. She began her working life in her family's restaurant business.

Carolyn Vash is the vice president of a research firm and works out of her home in Altadena, California. She also co-edits a rehabilitation book series, and writes many published articles and books. She earned a doctorate in psychology from the University of California at Los Angeles and moved quickly into administrative work. She has served as the Chief Deputy Director of the California Department of Rehabilitation. This made her both the highest placed woman and disabled person in California government up until that time. *Dr. Vash*, a quadriplegic, surmounted many barriers as she moved up in her chosen career. She had to contend, among other things, with a rehabilitation counselor who thought she should become a typist!

Dr. Vash became interested in the field of psychology when her mother gave her a book of Freud's writings when she was in junior high. While reading it she decided she wanted to become a psychiatrist. She switched her goal from psychiatry to psychology when she found out you didn't have to dissect corpses in studying psychology. Her doctoral advisor urged *Dr. Vash* to go into rehabilitation psychology despite her protests. *Dr. Vash* says she got into administrative work largely by being in the right place at the right time. It is not odd that she became a writer, because both her parents wrote, and she inherited their skills in it.

Several people supported *Dr. Vash'* pursuit of her goals. Her mother provided both financial and emotional support. Her first husband typed her papers for her, and then made *her* learn how to type. Various friends provided transportation for her. Because meeting her needs was expensive and because she was not eligible for welfare, *Dr. Vash* knew she would have to earn good money. Her state rehabilitation agency offered no help until she had nearly completed graduate school. The agency then paid for a new wheelchair and for books and tuition for a couple of semesters. She also feels her emotional stability, intelligence, and ambition have led to her success. She states also, "The importance of being as physically attractive as possible should not be ignored or denied."

Dr. Vash received vocational testing in both high school and college. The results of high school testing supported her previous choice of going on for a Ph.D. in psychology. Her college test results suggested she'd be a good administrator. She didn't believe the results, but they were later proved accurate.

Regarding entry into the field of psychology, *Dr. Vash* says, "Don't major in psychology unless you plan to go the whole way (Ph.D.) . . . Find out whether you have the intellectual ability and the right interest pattern (the Strong Vocational Interest Inventory is the best measure of the latter). Then apply to every school you can afford." *Dr. Vash* believes it is easier for disabled women (and men) to get into administrative careers once they have entered a profession. This is especially true in such professions as rehabilitation. "If you know early on that you're interested in administration, it would be a good idea to major in public or business administration. Hospital administration and health planning are subspecialties of public administration. In these fields there may be less resistance to women. Since they are health-related there will be less resistance due to disability."

Before choosing any career, *Dr. Vash* suggests that you talk to as many

people as possible in the fields that interest you. Listen to their comments about their joys, woes, total lifestyles, and job duties. Compare what you hear with your own interests, needs, and abilities. Then ask yourself, "Do I really want this kind of job? The whole package? For a long time?"

Dr. Vash warns that young disabled women who seek university faculty positions in psychology may face barriers that disabled men don't. Also, women almost always face more resistance in being promoted to administrative positions.

Many different people served as role models for *Dr. Vash.* Her mother was a very self-sufficient woman with many artistic and intellectual interests. She encouraged her daughter to pursue a Ph.D. Other models included her grandfather, an internship supervisor, and one of her former bosses. *Dr. Vash* says, too, she never hesitated to identify with successful male role models.

Clearly, the women in the film did not have success handed to them "on silver platters." They had to struggle, and struggle hard—first, to make the right choices; next, to overcome the barriers. They had to train for their careers and sometimes try out different fields before they found one that felt right. Finally, they had to fight to refute the stereotyped views of what women, disabled people, and minorities can do. Each woman has "made it" to one extent or another. But nearly all say they expect the struggle to go on. "That's what life's all about," says *Carolyn Vash.* "Once your personal struggle succeeds pretty well, you can start struggling to help others. You don't have to, of course, but it's very rewarding when you do."

II. Choosing a Career with Success Potential

You may be wondering, "Just what is a career? How does a 'career' differ from a 'job'? Why do I need to 'plan' a career? Why do I really need a career? Won't my parents/husband/Social Security system support me? How do I go about deciding what career to enter? Who will help me make good decisions?"

To begin to put such questions into perspective, it helps to realize that more than sixty percent of the nation's women are in the labor force. The number of working women has more than doubled since 1950 and tripled since 1940. Why are so many women working? There are many reasons. Inflation means that families' dollars will buy less and less. Therefore, to maintain their lifestyle at a certain level, many families find they need another income. Higher divorce rates (about half the marriages taking place now are ending in divorce) mean that more and more women are having to support themselves and often their children. Also, increasing numbers of women are finding that work is not only economically rewarding, but is also spiritually, emotionally, and intellectually stimulating too. Further, disabled women often have higher-cost needs which can only be met by getting well-paying jobs.

Unfortunately, women's increasing participation in the work force has not meant that their salaries have kept pace with men's. Women still earn only $0.59 for every dollar a man earns. This is true because women cluster in low-paying, unskilled or semiskilled, dead-end jobs. Such jobs include clerical and services work such as housekeeping, retail sales clerking, waiting tables, and similar jobs. Certain professions have large numbers of women in them too, and these tend to be low-paying compared to those professions which men dominate. Such professions include: teaching, nursing, social work, and other "helping" fields.

These facts should help you understand why it's vital to plan for a career, and one which pays well. According to the *Random House Dictionary,* a career is "an occupation followed as one's lifework." A job is simply "a piece of work done as part of the routine of one's occupation." To identify and adequately prepare for a "career" takes careful planning.

A number of people can help you learn about different careers and make sound decisions about which one suits you best. Your school guidance counselor can give you tests to find out your career-related interests and skills, help you learn about colleges and financial aid, and help you decide which classes to take to prepare for college entry. Your rehabilitation counselor can offer similar services, plus s/he will know more about disabilities and what kinds of aids can help you minimize the difficulties posed by your disability. Parents and other family members can help you by telling you about what their jobs are like as well as by just offering love, guidance, and encouragement. Your parents and teachers will know other people in your community in a variety of professions. Such people can

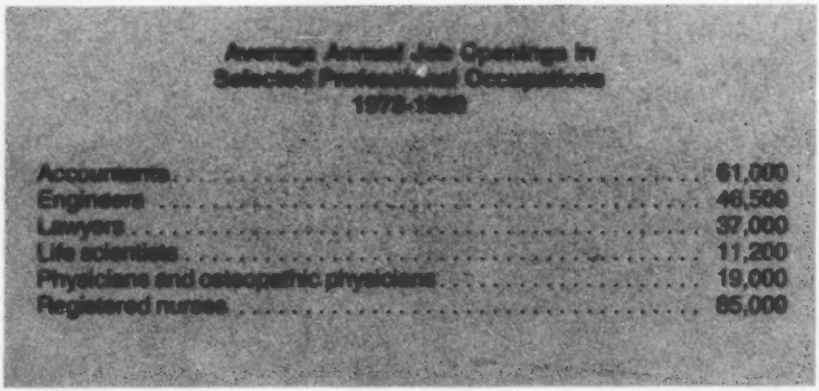
serve as role models to you. By spending time with them, you can learn more about different jobs and decide whether you're interested in them or not. Successful role models can show you ways to succeed both personally and professionally.

III. Traditional and Nontraditional Careers for Disabled Women

It is easy to list the traditional careers for disabled and minority disabled women, because their range is so limited. Generally, bright girls with disabilities who are interested in going to college are counseled to consider: rehabilitation counseling, social work, speech therapy, special education, and similar "helping" careers. However, in some areas of the country, it's even hard for disabled people to get jobs in special education. School administrators worry that disabled teachers won't be able to care for children in such emergencies as fires. In fact, some disabled teachers *will* need help in such cases. Work in the helping professions may suit the physical, intellectual, and emotional needs and interests of many. However, it may not excite and challenge others.

Countless fascinating and rewarding careers are not introduced to women, especially disabled and minority disabled women. Many parents, teachers, friends, and counselors still have narrow views of what women can and should do in our society. They may have even narrower views of what disabled and minority disabled women can accomplish. Therefore, they tend not to allow, encourage, or help such young women to seriously plan for alternative careers. A sampling of career areas in which women can and do succeed includes: architecture, arts, banking, broadcasting, business administration, economics, engineering, journalism, law, medicine, public administration, and science.

These professions should be considered because there are more job openings in some of these fields than there are in many of the helping professions. Long-term job prospects are particularly good in some of the more technical fields such as engineering, accounting, science, and computer science. The U.S. Department of Labor projects openings for a number of the professions as noted in the chart below.



Average Annual Job Openings in Selected Managerial and Administrative Occupations 1978-1990

Bank officials and managers	28,000
Buyers	7,400
Health and regulatory inspectors (government)	5,800
Health service administrators	18,000
Hotel managers and assistants	8,900
Personnel and labor relations workers	17,000
Purchasing agents	13,400

Also according to the U.S. Department of Labor, women are beginning to gain entry into some of these nontraditional fields as the following table shows. There are hundreds of professions within just these few career areas. One or more of them may interest you. This booklet can help you decide whether and how to pursue such interests.

Women in Traditional and Nontraditional Jobs (Women as Percentage of All Workers)

Occupation	1960	1980
Accountants	16.4	36.2
Factory Assemblers	43.7	53.7
Bakers	15.9	42.9
Bank, Financial Officers	12.4	33.6
Bus Drivers	9.8	44.9
Buyers, Purchasing Agents	17.7	33.6
Carpenters	0.4	1.5
Clerical Workers	67.5	80.1
Engineers	0.9	4.0
Food Service Managers	24.0	39.4
Household Service Workers	96.6	97.5
Lawyers, Judges	3.3	12.8
Mechanics	1.1	1.9
Physicians	6.8	13.4
Police, Guards, Firefighters	4.1	9.5
Printers	11.0	22.7
Sales Managers, Retail	28.2	40.5
Sales Representatives	7.3	13.3
Tailors	20.0	46.2
Teachers (College and University)	21.3	33.9
Writers, Artists, and Entertainers	34.2	39.3

Rewards and Drawbacks

You may not be thrilled at the thought of entering a male-dominated field or one where disabled people of either sex have not tended to work. However, the rewards for disabled and minority disabled women who do enter them can be huge. Six of the potential payoffs for entering nontraditional fields are:

- Increased social status
- Intellectual and emotional stimulation from interesting jobs and co-workers
- Responsibilities that match your abilities
- Opportunities for high salaries and good fringe benefits (a few fields, such as engineering, offer higher salaries to women to encourage them to enter the field)
- Good potential for raises and promotions.

However, the picture is not all rosy. While we would like you to think about pursuing a nontraditional career, we must be honest and give you a balanced view of what to expect. There *are* drawbacks to entering and advancing in nontraditional careers.

- Many still harbor fears and doubts about the abilities of women, minorities, and disabled people. They are especially concerned about people with all three characteristics. They wonder whether such people will perform well in work that is not routine. Some people will probably think you only got the job to fill an affirmative action quota.
- Although it occurs less often in nontraditional work roles, sexual harassment can sometimes be a problem. But, there are laws, regulations, and procedures to help cope with it.
- Sex-based pay differences still exist. Even though many nontraditional careers pay better than traditional careers, women may still earn less than men in the same job or career.
- Stress is the negative side of challenge. It can be a problem for women in alternative careers. Women, and especially minority and/or disabled women, may feel isolated on the job. There are so few of them that peer support is hard to find. Women often feel strong inner pressures to prove themselves in highly competitive fields. High-level professions can be stressful by their very nature. Finally, women commonly feel pressured by trying to be successful professionals as well as being "superwives" and "supermoms." A disability can make this especially difficult.

Barriers and Supports

Barriers to Achieving in Nontraditional Careers

Many barriers exist to learning about, preparing for, and entering nontraditional careers. These barriers can be mental, physical, or financial. They may reside within you, the people you know, or the environment.

Following are some examples of mental barriers. You may have been raised, educated, and counseled to believe you shouldn't consider certain

jobs because you're female, nonwhite, or disabled. You may not have received any career counseling. Thus, you may lack knowledge about careers and how to enter them. Successful role models may not have entered your life showing you that "you can do it too." You may have little confidence in your abilities due to being sheltered and protected during your life.

Some examples of physicial barriers follow. Important facilities such as the high school physics, biology, and chemistry labs may be inaccessible to disabled students. Classes, textbooks, audiovisual materials, and extracurricular activities may not meet the needs of students with disabilities. Assistive devices such as reading machines, hand calculators, and page turners may not be offered to students. A lack of adequate readers, attendants, interpreters, and notetakers may prevent you from gaining a thorough understanding of your classes and homework. Also, you may notice a lack of school materials which are unbiased in their portrayal of what women, minorities, and disabled individuals can achieve. This can limit your ideas about what you can do.

The first "financial" barrier is the lack of information and counseling about available financial aid. This includes loans and scholarships for exceptional students and average students who are female, members of minority groups, and/or disabled. Other financial barriers include the limitations on funds available through loans and scholarships and from the state vocational rehabilitation agencies. Funds from these agencies, when they are available, can help you pay for your education and for any assistive devices or personal costs you may have in attending college.

Supports for Achieving in a Nontraditional Career

We do not want to give you a pessimistic view of the real world, but we do want you to know the hurdles on the way to career entry. Happily, during the last few years, advocacy by women and disabled people has created many support systems. These can aid you in your quest for success in a nontraditional career. These supports fall into several categories: laws and regulations; education-related assistive devices; financial aid; college disabled students' programs; nontraditional career counseling; female, minority, and disabled role models; vocational rehabilitation services; and varied self-help books for women and minority disabled individuals. Emotional supports are very important. These include acceptance and help in pursuing your chosen career from parents, relatives, friends, teachers, counselors, and/or other significant people in your life.

Laws and Regulations

Several laws are on the books to protect your educational rights. P.L. 94-142, the Education of all Handicapped Children Act, and Title IX of the Education Amendments of 1972, together make discrimination on the basis of sex and disability illegal in education. Section 504 of the Rehabilitation Act of 1973 makes bias against disabled people in federally funded activities illegal. Title VI of the Civil Rights Act of 1964 prohibits bias against any person on the basis of race, color, creed, or national origin in any federally funded program. (This includes bias in public schools.)

These laws, and the regulations which describe how to apply them, may not be uniformly and fully adhered to throughout the country. However, they do provide a legal basis for asserting your rights to a free, appropriate public education in the least restrictive environment and to fair treatment as a young female and/or minority student. If your school gets federal funding, it is required to follow these laws. If it doesn't follow them, you can begin a formal grievance procedure to try to gain your legal rights.

Education-related Assistive Devices

Science is constantly coming up with amazing new devices which can help people with disabilities substitute for functions they have lost such as sight, hearing, or mobility. Such devices can also extend the functional abilities the person still possesses. We cannot list all such devices here because they are too numerous, and the field is constantly changing. You can learn more about these devices by ordering one or more of the following books.

Institute for Information Studies. *Rehabilitation Engineering Sourcebook.* Falls Church: Institute for Information Studies, 1979.

_____. *Rehabilitation Engineering Sourcebook—Supplement I.* Falls Church: Institute for Information Studies, 1980.

_____. *Rehabilitation Engineering Sourcebook—Supplement II.* Falls Church: Institute for Information Studies, forthcoming.

Hale, Glorya, ed. *The Sourcebook for the Disabled.* New York: Paddington Press, Ltd., 1979.

Bruck, Lily. *Access: The Guide to a Better Life for Disabled Americans.* New York: Random House, 1978.

Sourcebook Publications. *National Buyer's Directory of Products and Services for the Use and Rehabilitation of the Physically Disabled.* 4th ed. Winter Park: Sourcebook Publications, 1982.

The first two books may be ordered for $1.00 per copy (check or money order payable to the National Rehabilitation Information Center) from: National Rehabilitation Center, 4407 Eighth Street, NE, Washington, DC 20017, (202) 635-5826. The Hale and Bruck books can be ordered through your bookstore. The last book is available for $25.00 (prepaid) from Sourcebook Publications, P.O. Box 1586, Winter Park, FL 32790, (305) 628-0545.

Financial Assistance

For information about sources and types of financial aid, talk to your high school guidance counselor and your vocational rehabilitation counselor. Also, consult the catalogs of the colleges you are interested in for such in-

formation. Write to the financial aid offices of various colleges for more details. In addition to these sources of information, the following books might also be helpful:

The President's Committee on Employment of the Handicapped *Getting Through College with a Disability.* Washington: The President's Committee on Employment of the Handicapped, no date. (See the ordering information on page 15.)

Institute for Information Studies. *Financial Resources for Disabled Individuals.* Falls Church: Institute for Information Studies, 1980. Order by sending $1.00 per copy (check or money order payable to National Rehabilitation Information Center) to: National Rehabilitation Information Center. 4407 Eighth Street, NE, Washington, DC 20017, (202) 635-5826.

Many books have been published on where and how to find financial aid such as scholarships, loans, fellowships, assistantships, and work-study programs to gain a college and graduate school education. Few of these books are aimed just at women, and even fewer are aimed at disabled or minority students. The following list includes twelve potentially useful books:

Accreditation Board for Engineering and Technology. *A Primer on Financial Aid for Students.* Order for 25¢ from the Board at. 345 East 47th Street, New York, NY 10017.

American Association of University Women. *Financial Aid for Women.* Order for $1.00 from: Sales Office, American Association of University Women, 2401 Virginia Avenue, NW, Washington, DC 20037.

American Fellowship for Women. Order from: American Association of University Women Educational Foundation, 2401 Virginia Avenue, NW, Washington, DC 20037.

Bird. Linda E., and Smith, Carol J. *Selected List of Postsecondary Education Opportunities for Minorities and Women, 1980.* Order for $4.50 from: U.S. Government Printing Office, Washington, DC 20402, Stock #065-000-000-58-0.

Boutelle, Donna L., and Schlachter, Gail Ann. *Specifically for Women—Financing Your Education: A Bibliography and Directory of Financial Aid for Women.* Order for $15.95 from: Reference Service Press, 9023 Alcott Street, Suite 201, Los Angeles, CA 90035.

BPW Foundation. *Financial Aid, Where to Get It, How to Use It.* Order for $1.00 from: BPW Foundation, 2012 Massachusetts Avenue, NW, Washington, DC 20036.

Directory of Special Programs for Minority Group Members: Career Information Services, Employment Skills Bank, Financial Aid Sources, 2nd

ed. Order for $8.50 (prepaid) from: The Garrett Park Press, Garrett Park, MD 20766.

Educational Financial Aid Sources for Women. Order from: Clairol Loving Care Scholarship Program, 345 Park Avenue, New York, NY 10022.

Jawin, Ann. *A Woman's Guide to Career Preparation, Scholarships, Grants and Loans.* Order from: Doubleday, 501 Franklin Avenue, Garden City, NY 11530.

Project on the Status and Education of Women. *Financial Aid: A Partial List of Resources for Women.* Order from: Project on the Status and Education of Women, 1818 R Street, NW, Washington, DC 20009.

Scholarships Available to Black Students, American Indian Students, Spanish-speaking Students. Order for 52¢ in postage stamps from: Pasadena Community Services Commission, 717 North Lake Avenue, Pasadena, CA 91104.

Disabled Students Programs

Many colleges and universities offer more or less extensive services to help disabled students succeed in higher education. Such services may include the provision of (or help in finding) readers, Braille/tape resources, campus orientation for visually impaired students, interpreters, notetakers, teletypewriters, amplified telephones, captioned films, attendants, wheelchair and equipment repair, and transportation. For more information about which colleges offer what services, write the colleges you are considering. You can also contact the Governor's Committee on Employment of the Handicapped in the state where the college is located. Check the telephone book of the state capitol under "State Government." The Governor's Committee will either be listed separately or under the state department of employment or the state rehabilitation agency. For a complete directory of all colleges surveyed about their services, write to: Abt Associates, Inc., 55 Wheeler Street, Cambridge, MA 02138 and enclose a check for $12.00.

For summaries of services offered by colleges to disabled students the following books can be ordered:

The President's Committee on Employment of the Handicapped. *Getting Through College with a Disability.* Washington: The President's Committee on Employment of the Handicapped, no date.
This book is free and can be ordered from: Allen Foster, President's Committee on Employment of the Handicapped, 1111 Twentieth Street, NW, Vanguard Building, Suite 600, Washington, DC 20036.

Rawlings, Brenda W.; Trybus, Raymond J.; and Biser, James. *A Guide to College/Career Programs for Deaf Students,* 1978 ed. Washington: Gallaudet College and National Technical Institute for the Deaf, 1978.

This book is available free from Captioned Films for the Deaf Distribution Center, 814 Thayer Avenue, Silver Spring, MD 20910.

Female, Minority, and Disabled Role Models

Few female, minority, or disabled professionals can be found in nontraditional careers, and even fewer combine two or more of these characteristics. However, those who *do* exist can be very helpful to you. They can show you the daily realities of their jobs, the professional and personal obstacles they have faced, the ways in which they overcame them, and how they entered into and advanced in their careers. Excellent information on women and disabled women role models in science careers is available from the Project on Women in Science, American Association for the Advancement of Science, 1776 Massachusetts Avenue, NW, Washington, DC 20036. This organization also publishes the *Resource Directory of Handicapped Scientists.* Ordering information can be found in Chapter V under "Career Counseling Publications." Other sources you can call or write for information on nontraditional careers are the women's committees and caucuses of the professional groups listed in Chapter IV.

Vocational Rehabilitation Programs

Every state has a vocational rehabilitation (VR) program with local offices which offer varied services to disabled people. Most VR offices have assigned specific staff to work with high school or college students. Your school guidance counselor can help you get in touch with a VR counselor. You can identify a VR counselor yourself by looking in your local telephone book under "State Government" and then "Vocational Rehabilitation."

VR programs offer guidance and counseling, financial assistance, and help with job placement at the end of an education or training program. VR counselors often begin by talking with you about your abilities and interests. They may give you one or more tests to see whether you have what it takes to complete a college education, if that's your goal. A counselor should be able to give you realistic information about a wide variety of jobs and careers. Although s/he will probably help you explore different careers, you may have to "speak up" for yourself if you want a career in which there are few women (or minorities or disabled people). Your counselor has probably been exposed to the same sex-role stereotypes as most other people in our society, and s/he may not encourage your interest in a nontraditional field.

In addition, the VR office may also help you by providing or helping you find the following kinds of support services:

— Independent living training
— Payment of college tuition and expenses
— Accessible campus housing
— Assistive devices and modified educational equipment
— Transportation assistance (such as stipends to pay for transit to and from college)
— Medical services, prosthetic devices, and physical therapy to help you

become more physically independent when you get to college
— Remedial training to help you prepare for college if your tests show you have the ability to succeed.

IV. Career Planning Resources—Organizations

Professional or women's organizations may be able to help you in several ways to enter a nontraditional career. They can tell you about the skills, education, and experience you will need to enter and advance in each field. They can describe actual job duties and demands. They may also be able to inform you about the future job prospects of each career and about the salaries you can expect. Professional associations that have women's committees or caucuses may offer better information about specific barriers or opportunities women face in entering each career. A few professional organizations exist for minorities. They can give young minority women important information. Unfortunately, few organizations gear outreach programs specifically to the needs of disabled or minority disabled women. Therefore, you will have to piece together the data and support you need from many sources.

Professional Groups

The following list includes only professional groups which claim to have outreach programs for women, minorities, or disabled persons. To find out about the services of other groups, consult your local library and the reference librarian for directories of professional associations. A more detailed list of women's groups than the one we include is available. You can order *The First National Women's Network Directory* for $1.00 (check or money order) from: Network Directory, *Working Woman,* 1180 Avenue of the Americas, New York, NY 10036.

The American Association of University Women puts out an extensive list entitled, *Professional Women's Groups.* It lists the women's committees of many professional associations and gives you the name and telephone number of contact persons. You can order this list from the Association at 2401 Virginia Avenue, NW, Washington, DC 20037.

The following women's professional associations are included here because they sent us descriptions of their activities:

Association for Women in Science, Inc.
1346 Connecticut Avenue, NW
Suite 1122
Washington, DC 20036
(202) 833-1998
This group has developed the "National Registry of Women in Science and Engineering" which lists 6,000 professionals. The group has a speaker's bureau, newsletter, job bank, and is a source of mentors or role models for young women. It also presents conferences. Its educational foundation offers scholarships. Student membership is accepted.

Association of Business and Professional Women in Construction
331 Madison Avenue
New York, NY 10017
(914) 328-9059 or (212) 661-8538

This group is for women managers who are already in the construction industry and for those interested in design, engineering, or business careers within the industry. The group provides newsletters, monthly meetings, and conferences.

American Medical Women's Association
1740 Broadway
New York, NY 10019
(212) 533-5104
This group offers a limited educational loan program for women enrolled in U.S. medical schools. It also offers a newsletter, journal, meetings, speakers' bureau, and personnel counseling. Membership is open to medical students, interns, residents, and practicing physicians.

American Society of Women Accountants
35 East Wacker Drive, Suite 1036
Chicago, IL 60601
(312) 341-9078
This group offers financial aid, printed information, and audiovisual presentations to young women who are interested in accounting as a career.

National Association of Women Lawyers
40 Sawyer Drive
Dedham, MA 02026
(617) 326-5670
This group consists of women lawyers and judges. It works to influence legislation concerning women's rights and to select and endorse qualified women lawyers for public office and judgeships.

Women in Geoscience
American Geological Institute (A.G.I.)
One Skyline Place
5205 Leesburg Pike
Falls Church, VA 22041
(703) 379-2480
Because only eight percent of American geologists are women, A.G.I. set up this group as part of its educational program. The group distributes a newsletter, holds workshops at national meetings, runs a job bank, and provides employment information. The group also offers career counseling, financial aid information, referral services, curriculum kits, and audiovisual presentations.

Women in Information Processing
1000 Connecticut Avenue, NW
Suite 9
Washington, DC 20036
(202) 298-8000
This is an international professional group for women in the computer sciences, telecommunications, and related fields. It publishes *PARITY* magazine, *Communication Papers,* and *Forum Newsletters.* The group

promotes networking and seminar activities through its local Forums, operates a speakers' bureau, and offers extensive career services. To its student members it offers career counseling, printed information, referral services, workshops, and audiovisual presentations.

The following are professional groups for women. They did not send us information about their services, so you may want to contact them directly.

American Business Women's Association
9100 Ward Parkway, Box 8728
Kansas City, MO 64114
(816) 361-6621

American Woman's Society of Certified Public Accountants
Box 389
Marysville, OH 43040

American Women in Radio and Television, Inc.
1321 Connecticut Avenue, NW
Washington, DC 20036
(202) 296-0009

Association for Women in Computing
407 Hillmoor Drive
Silver Spring, MD 20901

Association for Women in Mathematics
c/o Wellesley College
Wellesley, MA 02181

Association for Women in Psychology
Department of Psychology
Southern Illinois University
Carbondale, IL 62901
(618) 453-2374

Association for Women in Science
1346 Connecticut Avenue, NW
Suite 1122
Washington, DC 20036
(202) 833-1998

Association for Women Veterinarians
2731 West Bellevue
Littleton, CO 80123

Association of American Law Schools
Suite 370, One Dupont Circle, NW
Washington, DC 20036
(202) 296-8851

Association of American Women Dentists
17th Floor, 435 North Michigan Avenue
Chicago, IL 60611
(312) 337-1563

Association of Women in Architecture
7440 University Drive
St. Louis, MO 63130
(314) 721-3909

Committee on the Status of Women in Physics
American Physical Society
335 East 45th Street
New York, NY 10017
(212) 682-7341

International Association for Personnel Women
Box 3057, Grand Central Station
New York, NY 10017
(212) 867-4194

The International Women's Writing Guild
Box 810, Gracie Station
New York, NY 10028
Contact: Hannelore Hohn
(212) 737-7536

National Association for Women Deans, Administrators, and Counselors
1625 I Street, NW
Washington, DC 20006
(202) 659-9330

National Association of Bank Women
500 North Michigan, Suite 1400
Chicago, IL 60611
(312) 661-1700

National Association of Black Women Attorneys
Suite 626
1625 I Street, NW
Washington, DC 20006
(202) 822-9122

National Association of Business and Industrial Saleswomen
90 Corona, Suite 1407
Denver, CO 80218
(303) 777-7257

National Association of
Insurance Women
1847 East 15th Street
P.O. Box 4694
Tulsa, OK 74104
(918) 744-5195

National Association of Media Women
157 West 126th Street
New York, NY 10027
(212) 666-1320

National Association of Negro Business
and Professional Women's Clubs
1806 New Hampshire Avenue, NW
Washington, DC 20009
(202) 483-4206

National Association of Railway
Business Women
894 Blanchard Road
Memphis, TN 38116
(901) 398-9892

National Association of Women
Artists, Inc.
Room 906
41 Union Square
New York, NY 10003
(212) 675-1616

National Association of Women
Business Owners
500 North Michigan Street
Suite 1400
Chicago, IL 60611
(312) 661-1700

National Federation of Press
Women, Inc.
Box 99, 1006 Main Street
Blue Springs, MO 64015
(816) 229-1666

National Order of Women Legislators
9001 Leeds Road
Kansas City, MO 64129

Planning and Women Division
American Planning Association
1776 Massachusetts Avenue, NW
Washington, DC 20036
(202) 872-0611

Society of Women Engineers
United Engineering Center, Room 305
345 East 47th Street
New York, NY 10017
(212) 644-7855

Society of Women Geographers
1619 New Hampshire Avenue, NW
Washington, DC 20009
(202) 265-2669

Women in Communications, Inc.
Box 9561
Austin, TX 78766
(512) 345-8922

Women's Caucus for Art
731 Forty-fourth Avenue
San Francisco, CA 94121

Women's Council of Realtors of the
National Association of Realtors
430 North Michigan Avenue
Chicago, IL 60611
(312) 440-8083

Women's Transportation Seminar
Ben Franklin Station
P.O. Box 7753
Washington, DC 20044

The following organizations of minority or disabled professionals may also be helpful to you:

American Blind Lawyers Association
1211 Connecticut Avenue, NW
Washington, DC 20036
(202) 833-1251

National Association of Black
Manufacturers
1502 22nd Street, NW
Washington, DC 20037
(202) 785-5133

WOMEN'S GROUPS

Women's groups at the local and national level give varied kinds of support to young women who are interested in nontraditional professional careers. Many offer career information and counseling. Others provide training workshops, support groups, and job referral. Some provide role models

and speakers, and a few help women to form their own self-help networks. A list of potentially helpful national women's groups follows:

Business and Professional Women's Foundation
2012 Massachusetts Avenue, NW
Washington, DC 20036
(202) 293-1100
The goal of this nonprofit educational group is to better the economic status of working women through efforts to ensure their inclusion in all occupations at all levels. The group's services include: financial assistance, research on women and work, a library on women's issues, and model economic seminars.

Catalyst
14 East 60th Street
New York, NY 10022
(212) 759-9700
This group publishes a free list, "National Network of Local Resource Centers" and many publications about careers. Ask for its publication list.

Everywoman Project
This organization publishes a questionnaire for use in judging colleges' responses to women's needs. Order "Everywoman's Guide to Colleges and Universities" for $1.00 from: The Feminist Press, Box 334, Old Westbury, NY 11568. The actual guide (not just the questionnaire) will offer profiles of 1,000 colleges and should be available in 1982.

Office of Opportunities in Science
American Association for the Advancement of Science
1776 Massachusetts Avenue, NW
Washington, DC 20036
(202) 467-4496
This office publishes resources including bibliographies on minorities and women in science.

Project on the Status and Education of Women
1818 R Street, NW
Washington, DC 20009
(202) 387-1300
This group publishes a list of minority women's organizations and a general list of women's professional organizations.

Disability Groups

Project on the Handicapped in Science
American Association for the Advancement of Science
Sales Office
1515 Massachusetts Avenue, NW
Washington, DC 20005
(202) 467-5441; (202) 467-4497 (voice or TTY)
This project serves as an advocate and information resource for disabled student and professional scientists. One thousand disabled

scientists form a Resource Group for this project. The project distributes a number of publications, a list of which is available from the Sales Office.

V. Career Planning Resources—Publications

Life Stories of Women Who Have Succeeded in Nontraditional Careers

We have listed the following biographies here so that if you are interested in anthropology, politics, business, science, or other such fields, you can read more about women in those professions. You will find out what obstacles they faced and how they triumphed over them. You may also gain a good picture of what working in each career would be like.

Baker, Rachel, and Merlen, Joanne. *America's First Woman Astronomer, Maria Mitchell.* New York: Julian Messner, 1960. (Astronomy)

Benedict, Ruth. *An Anthropoligist at Work,* ed. by Margaret Mead. Boston: Houghton Mifflin, 1959. (Anthropology)

Bourke-White, Margaret. *Portrait of Myself.* New York: Simon and Schuster, 1963. (Photography)

Briant, Kenneth. *Passionate Paradox: The Life of Marie Stopes.* New York: W. W. Norton and Company, 1962. (Paleontology)

Burt, Olive. *First Woman Editor: Sarah J. Hale.* New York: Julian Messner, 1960. (Journalism)

Campbell, Litta Bell. *Here I Raise Mine Ebenezer.* New York: Simon and Schuster, 1963. (Law)

Chambers, Peggy. *A Doctor Alone: Biography of Elizabeth Blackwell, First Woman Doctor.* New York: Abelard Schuman, Ltd., 1958. (Medicine)

Chappelle, Dicky. *What's a Woman Doing Here? A Reporter's Report on Herself.* New York: William Morrow and Company, 1962.

Chisholm, Shirley. *Unbought and Unbossed.* Boston: Houghton Mifflin, 1970. (Politics)

Clarke, Robert. *Ellen Swallow: The Woman Who Founded Ecology.* Chicago: Follett, 1975. (Ecology)

Cochran, Jacqueline. *Stars at Noon.* Boston: Little, Brown and Company, 1954. (Aviation)

Diamonstein, Barbaralee. *Open Secrets: Ninety-four Women in Touch with Our Time.* New York: Viking Press, 1972.

Fleming, Alice. *Doctors in Petticoats.* New York: J. B. Lippincott and Company, 1964. (Medicine)

Graham, Frank. *Margaret Chase Smith, Woman of Courage.* Day, 1964. (Politics)

Healy, Paul F. *Cissy: The Biography of Eleanor M. "Cissy" Patterson.* Garden City: Doubleday and Company, 1966. (Journalism)

Hume, Ruth Fox. *Great Women of Medicine.* New York: Random House, 1964. (Medicine)

Lamson, Peggy. *Few Are Chosen: American Women in Political Life Today.* Boston: Houghton Mifflin, 1968. (Politics)

McCown, Robin. *She Lived for Science: Irene Joliot-Curie.* New York: Julian Messner, 1961. (Physics)

Mead, Margaret. *Blackberry Winter: My Earlier Years.* New York: Morrow, 1972. (Anthropology)

Perl, Teri. *Math Equals: Biographies of Women Mathematicians and Related Activities.* Menlo Park: Addison-Wesley Publishing Company, 1978. (Mathematics)

Phelan, Mary Kay. *Probing the Unknown: The Story of Dr. Florence Sabin.* New York: Thomas Crowell, 1969. (Medicine)

Randall, Mercedes. *Improper Bostonian—Emily Green Balch: Nobel Peace Laureate, 1946.* Boston: Twayne Publishers, 1964. (Economics)

Rees, Richard. *Simone Weil: A Sketch for a Portrait.* Carbondale: Southern Illinois University, 1966. (Philosophy)

Rogers, William Garland. *Wise Men Fish Here: The Story of Frances Steloff and the Gotham Book Mart.* New York: Harcourt Brace Jovanovich, 1965. (Business)

Ross, Pat, ed. *Young and Female: First Person Accounts of Turning Points in the Lives of Eight American Women.* New York: Random House, 1972.

Rubinstein, Helena. *My Life for Beauty.* New York: Simon and Schuster, 1966. (Business)

Sayre, Anne. *Rosalind Franklin and DNA.* New York: W. W. Norton and Company, 1975. (Science)

Seibert, Jerry. *Amelia Earhart: First Lady of the Air.* Boston: Houghton Mifflin, 1960. (Aviation)

Shadegg, Stephen C. *Clare Booth Luce: A Biography.* New York: Simon and Schuster, 1971. (Politics)

Society of Women Engineers. *A Profile of the Woman Engineer.* New York: Society of Women Engineers; updated annually; first published in 1977. (Engineering)

Sterling, Phillip. *Sea and Earth: The Life of Rachel Carson.* New York: Crowell, 1970. (Ecology)

Sweet, Frederick Arnold. *Miss Mary Cassatt, Impressionist from Pennsylvania.* Norman: University of Oklahoma, 1966. (Painting)

Warner, Deborah. *Grace Anna Lewis.* Washington: Smithsonian Institution Press, 1979. (Ornithology)

Career Counseling Publications

The following books may help you get a better sense of your interests, goals, and abilities. They will also help you make good decisions about your college education and career.

Abarbanel, Karin, and Siegel, Gonnie McGlung. *The Woman's Work Book.* New York: Praeger Publishers.
This book is available for $4.95 from bookstores. It directs young women readers to job finding and career-building resources.

Owens, J. A.; Redden, M. R.; and Brown, J. W. *Resource Directory of Handicapped Scientists.* Washington: American Association for the Advancement of Science, 1978.
This book is available for $3.00 from the Project on the Handicapped in Science, AAAS, 1515 Massachusetts Avenue, NW, Washington, DC 20005. It offers a list of disabled scientists in varied fields. They can provide information and serve as role models for disabled students.

Rawlings, Brenda W.; Trybus, Raymond J.; and Biser, James; eds. *A Guide to College/Career Programs for Deaf Students.* Washington: Gallaudet College and National Technical Institute for the Deaf, 1978.
This book helps deaf secondary students to decide whether and how to seek college or career training. It offers a list of colleges, community colleges, and technical institutes in the United States and Canada which offer special services to deaf students.

Redden, M. R.; Davis, C. A.; and Brown, J. W. *Science for Handicapped Students in Higher Education.* Washington: American Association for the Advancement of Science, 1978.
This book describes problems and solutions for students and faculty in the sciences. It can be ordered by writing: AAAS, 1515 Massachusetts Avenue, NW, Washington, DC 20005.

Reardon, Robert. *A Self-Directed Career Planning Program for the Visually Disabled.* Tallahassee: Florida State University.
This program allows blind and visually impaired students to gain access to specific career literature on audiotape. It also provides a self-directed career search system which can be used without help from a sighted person. Order the *Career Education Program Project Performance Report* from: Robert Reardon, Ph.D., Project Director; Florida State University; Counseling, Health and Rehabilitation; 215 Stone Building, Tallahassee, FL 32306. Or call: (904) 644-3839.

HEATH/Closer Look Resource Center. *Post-Secondary Schooling for Disabled.* Washington: HEATH/Closer Look.
This book provides information on postsecondary education opportunities for people with physical, mental, and emotional disabilities. Contact: HEATH/Closer Look, Box 1492, Washington, DC 20013, (202) 833-4707 (Voice/TTY).

Ridenour, Diane M., and Johnston, Jane. *A Guide to Post-Secondary Educational Opportunities for the Learning Disabled.* Oak Park: Time Out to Enjoy, 1981.
This book lists 155 institutions of higher education which offer services to learning disabled students. Information on admissions, coursework modifications, and graduation requirements is included. Order for $12.00 from: Time Out to Enjoy, Inc., 113 Garfield Street, Oak Park, IL 60304.

Mailing List Systems. *Handicapped Students and Financial Aid.* Lorton: Mailing List Systems, Ltd.
This is a two-record set (flexi-disk) describing federal financial aid programs. It is available free from: Mailing List Systems, Ltd., 7212 Lockport Place, Lorton, VA 22079.

College Board. *Information for Students with Special Needs—Admissions Testing Program for the College Board 1980-1981.* Princeton: College Board.
This booklet describes special testing arrangements that the College Board offers to disabled students. Order from: ATP: Services for Handicapped Students, Institutional Services, Box 592, Princeton, NJ 08541.

Other books which may help you learn more about nontraditional careers include:

Accreditation Board for Engineering and Technology. *Women in Engineering.* Order from the Board at: 345 East 47th Street, New York, NY 10017.

_____. *Womengineer.* Order from the Board at: 345 East 47th Street, New York, NY 10017.

American College Testing Program. *Women in Science and Technology: Careers for Today and Tomorrow.* Order from: the American College Testing Program, P.O. Box 168, Iowa City, IA 52240.

Camen, M. A. *A National Directory of Four Year Colleges, Two Year Colleges and Post High School Training Programs for Young People with Disabilities.* Pittsburgh: East Texas State University, 1974.

Campbell, M. A. *Why Would a Girl Go into Medicine?* Old Westbury: The Feminist Press, 1973. Order for $4.95 from: The Feminist Press, Box 334, Old Westbury, NY 11568.

Disabled Student Service Center. *Resource Catalog for Independent Living.* Order for $3.50 from: Disabled Student Center, San Francisco State University, 1600 Halloway Avenue, San Francisco, CA 94132.

Eastman Kodak Company. *Women in Engineering at Kodak.* Order from: Eastman Kodak Company, Rochester, NY 14650.

Farmer, Helen S. and Backer, Thomas E. *New Career Options: A Woman's Guide.* New York: Human Sciences Press, 1977.

Fins, Alice. *Women in Science.* Order from: National Textbook Company, 8259 Niles Center Road, Skokie, IL 60077.

Kreinberg, Nancy. *I'm Madly in Love with Electricity and Other Comments About Their Work by Women in Science and Engineering.* Order from: University of California at Berkeley, Lawrence Hall of Science, Berkeley, CA 94720.

Medsger, Betty. *Women at Work.* New York: Sheed and Ward, Inc., 1975.

National Science Teachers Association. *Science Career Exploration for Women.* Order from: NSTA, 1742 Connecticut Avenue, NW, Washington, DC 20009.

Scholz, Nelle Tumlin; Prince, Judith Sosebee; and Miller, Gordon Pester. *How to Decide: A Workbook for Women.* New York: Avon Books, 1978.

Wetherby, Terry, ed. *Conversations: Working Women Talk About Doing a Man's Job.* Millbrae: Les Femmes Publishing, 1977.

Publications for Minority Group Members

Accreditation Board for Engineering and Technology. *Making It in Engineering.* Order for 50¢ from: Accreditation Board for Engineering and Technology, 345 East 47th Street, New York, NY 10017.

General Electric Company. *Black Americans in Science and Engineering.* Order from: General Electric Company; Educational Communication Programs; E. J. Clark, Manager; 3135 Easton Turnpike, Fairfield, CT 06431.

George, Yolanda Scott. *Career Guide: To Future Minority/Women Scientists.* Livermore: Lawrence Livermore Laboratory, 1977.

_____. "The Status of Black Women in Science." *Black Collegian* 9:1 (1978): 64-72, 114.

Malcom, Shirley Mahaley; Hall, Paula Quick; and Brown, Janet Welsh. *The Double Bind: The Price of Being a Minority Woman in Science.* Washington: American Association for the Advancement of Science, 1976.

Minority/Women Scientists. Livermore: Lawrence Livermore Laboratory, 1977.

National Science Foundation. *Women and Minorities in Science and Engineering.* Washington: National Science Foundation, 1977.

National Science Teachers Association. *American Black Scientists and Inventors.* Order for $2.50 from: National Science Teachers Association, 1742 Connecticut Avenue, NW, Washington, DC 20009.

Program for Women in Health Sciences. *The Minority Woman in America: Professionalism at What Cost?* San Francisco: University of California.

Reyes, Domingo Nick. *Hispanic Women on the Move.* Order for $3.00 from: Domingo Nick Reyes, P.O. Box 15096, Engleside Branch, Alexandria, VA 22309.

Office of Education, U.S. Department of Health, Education, and Welfare. *Selected List of Postsecondary Education Opportunities for Minorities and Women.* Order for $3.75 from: Superintendent of Documents, Government Printing Office, Washington, DC 20402.

The National Action Council for Minorities in Engineering offers several free booklets for minority students interested in nontraditional careers. You can order them from the Council at 220 East 42nd Street, New York, NY 10017. Their booklets include the following:

For Engineers, the Future Is Now. This is a reprint of an interview with J. S. Stanford Smith, Chairman of the Board of the International Paper Company, which was published in *Black Enterprise* magazine.

Clarke, Garvey E. *Engineering, a Profession of Opportunity.*

Another organization which offers booklets of interest to minority students is the Minority Engineering Education Effort (ME³). You can order the following materials from them at: 345 East 47th Street, New York, NY 10017.

ME³ Special Engineering Report (25¢). This booklet lists all the engineering programs offered by institutions of higher education which presently enroll minority students, make special efforts to recruit them, and offer them financial aid and supportive services.

Minorities in Engineering (50¢). This booklet describes how to plan and prepare for the study of engineering.

Minority Engineers in the Chemical Industry (free). This booklet discusses eleven minority engineers and how they prepared for their careers.

VI. Afterword

We hope that you find this booklet useful and that it will lead you to the resources you most need to choose and prepare for a career which is tailored to your interests and abilities. If you select a nontraditional field the going may not be easy, but we believe you will find even the problems stimulating, enjoyable, and rewarding. "The dream's not enough" though; you must add intelligence, determination to get the help you need, and years of hard work to your dream if you are to succeed!

User Evaluation of the Film, *The Dream's Not Enough*, and the Resource Guide for Disabled Women

The Institute for Information Studies wants to produce useful and current audiovisuals and publications on rehabilitation, education, and women's issues. Therefore, we would like to hear your opinion of the film, *The Dream's Not Enough*, and the resource guide for disabled women. Also, we would like to learn about your interests and needs to help us improve this and other audiovisuals and publications. Will you please complete the form below by checking the appropriate spaces and filling in the blanks? Then place the form in an envelope and mail it to: WEEAP Project, Institute for Information Studies, 200 Little Falls Street, Suite 104, Falls Church, VA 22046.

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If you are a disabled woman who seeks a career, and if you have seen *The Dream's Not Enough*, place a *check mark* in all spaces to the right of any items which apply to you.

A. My disability affects my:

Hearing _____ Learning abilities _____

Vision _____ Emotions _____

Mobility _____

B. My primary language is English. ☐ YES ☐ NO

If it is not English, it is:

Spanish _____

Sign (or other manual): _____

Other (specify): _____

C. I belong to the following minority group:

Pacific Asian _____ Hispanic _____

Black _____ Native American _____

Other (specify): _____

D. Please circle your grade level:

Secondary						College				Graduate				
7	8	9	10	11	12	1	2	3	4	1	2	3	4	5+

E. I saw the following version of the film:

Spoken English _____

English captioned for hearing-impaired viewers _____

F. I saw the film in the following setting:

Secondary (junior or senior high) school program _____

Community or four-year college _____

Rehabilitation agency/independent living program _____

Community auditorium _____

Television _____

Other (specify): _____

Please rate the film on the following scales. *Circle* the number which best reflects your opinion. Use the definitions provided for the extreme and middle ratings to guide you. In general, a "1" is a low rating and a "7" is a high rating.

1. Enjoyment/entertainment value:

1	2	3	4	5	6	7
Unpleasant, boring		About average for type of film			Delightful, fascinating	

2. Consciousness raising value:

1	2	3	4	5	6	7
It could set women/ disabled people back 2 centuries		It won't help or hinder efforts to change attitudes			It could greatly advance the causes of women/disabled people/minority disabled people	

3. Moral support value:

1	2	3	4	5	6	7
It left me feeling that few options are open to me (or my students/ clients/daughter)		It did not affect my views of possible options			It greatly expanded my ideas of what is possible for me (or my students/clients/ daughter)	

4. Motivational/inspirational value:

1	2	3	4	5	6	7
It affected my attitudes very negatively; I feel like giving up		I feel the same as before I saw it; no more encouraged or discouraged			It made me feel very hopeful; like striving hard for a good career for myself (or to help my students/clients/ daughter)	

5. Career guidance value:

1	2	3	4	5	6	7
It is not a good vocational counseling tool at all		It is about average for the type of tool it is			It's an excellent vocational counseling tool	

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6. Informational value:

1	2	3	4	5	6	7
It provided much less information than it could have		It is about average for the type and length of film			Extremely informative for a half-hour film	

7. Identification potential:

1	2	3	4	5	6	7
I could not identify at all with any of the women depicted		I could identify with certain aspects of one or more of the profiles			I could strongly identify with one or more of the women depicted (or identify them with my students/ clients/daughter)	

8. What aspects of the film did you LIKE and/or believe will be most useful?

_____

_____

_____

9. What aspects did you DISLIKE and/or believe will be least useful?

_____

_____

_____

10. If you could request a sequel to this film, what type of film would you want?

_____

_____

_____

11. I found the booklet of resources for disabled women to be (place a *check mark* in the appropriate box next to each term):

	YES	NO		YES	NO
Informative	☐	☐	Too long	☐	☐
Relevant to my needs	☐	☐	Too short	☐	☐
Clear	☐	☐	Too technical	☐	☐
Easy to read	☐	☐	Too simplistic	☐	☐
Practical	☐	☐	Too vague	☐	☐
Thorough	☐	☐	Too detailed	☐	☐

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12. This booklet helped me because it:

Provided new information on nontraditional careers _____

Encouraged me to consider entering a nontraditional career _____

Listed useful publications on nontraditional careers _____

Helped me understand why I should think about entering a nontraditional career _____

Showed me how other disabled and minority disabled women succeeded _____

Other (specify): _____

13. What I liked least about the booklet was:

Not enough new information about nontraditional careers _____

Inadequate lists of helpful publications _____

Inadequate lists of helpful organizations _____

Discouraged me from considering nontraditional careers because it made them seem too difficult to enter _____

Other (specify): _____

14. I would like to see future booklets or films on these subjects:

	YES	NO
Disabled women in "blue collar" jobs	☐	☐
Homemaking for disabled people	☐	☐
Job-seeking skills for disabled women	☐	☐

Other (specify): _____

I would like to be on your mailing list to hear about upcoming audiovisual and other material.

☐ YES ☐ NO

Name: _____

Address: _____
STREET (BOX #)

_____
CITY STATE ZIP CODE

Telephone: ( ) _____
AREA CODE

THANK YOU FOR YOUR COOPERATION!

CUT ALONG DOTTED LINE AND RETURN TO THE INSTITUTE FOR INFORMATION STUDIES

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The following publications are available from the clearinghouses listed below. There are different charges for handling and reproduction at each clearinghouse. If you place your order with the National Technical Information Service (NTIS) or with the ERIC Document Reproduction Service, be sure to specify accession numbers when making requests.

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Hiring and Supervising Personal Service Providers: A Guide (NTIS #PB81 240 384)

Learning to Live with Disability: A Guidebook for Families (NTIS #PB81 240 392; ERIC #ED 204 924)

Lobbying for the Rights of Disabled People: Views From the Hill and From the Grass Roots (NTIS #PB81 241 457; ERIC #ED 204 925)

Intimacy and Disability

Small Business Enterprises for Workers with Disabilities (CE 031 994)

Social Relationships and Interpersonal Skills: A Guide for People with Sensory and Physical Limitations

New Life Options: Independent Living and You

How to Make Friends and Influence the Media (ERIC #ED 191 243)

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Rehabilitation Engineering Sourcebook II